DOCUMENT RESUME

ED 341 114 EA 023 474

AUTHOR Frazier, Charlie
TITLE Pilot Strategies To Improve the Behavior of Students Who Were Placed in In-School Suspension Nine Days or More and Suspended Home during the Previous School Year.
PUB DATE Apr 90
NOTE 80p.; Practicum Report, Nova University. Charts and tables may not reproduce adequately in paper copy.
PUB TYPE Dissertations/Theses - Practicum Papers (043)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Academic Failure; Academic Probation; Attendance; Discipline; *Discipline Policy; *Discipline Problems; Expulsion; *High Risk Students; High Schools; *High School Students; *In School Suspension; Intervention; *Suspension

ABSTRACT

A project designed to improve the behaviors of high school students with chronic disciplinary problems is described in this practicum report. The target group consisted of 10 students in grades 10 through 12 (7 boys, 3 girls; 3 whites, 7 blacks) with high truancy and inschool suspension rates, low self-esteem, failing grades, and negative attitudes toward school. Methodology involved weekly student/project administrator meetings and weekly performance reports by teachers. Findings indicate that the attention given the students helped to improve their attitudes, attendance, grades, behaviors, and self-esteem. Appendices include student behavior response forms, pre- and post-student behavior ratings, pre- and post-teacher observation reports, and student contracts. (16 references) (LMI)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED341114

PILOT STRATEGIES TO IMPROVE THE BEHAVIOR OF STUDENTS WHO WERE PLACED IN IN-SCHOOL SUSPENSION NINE DAYS OR MORE AND SUSPENDED HOME DURING THE PREVIOUS SCHOOL YEAR

by

Charlie Frazier

A Practicum Report submitted to the Faculty of the Center for Advancement of Nova University in partial fulfillment of the requirements for the degree of Educational Specialist

April 1990

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it

☐ Minor changes have been made to improve reproduction quality

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

C. Frazier

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

EA 023 474

Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. When it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my own work, presented here, will earn similar respect.

Signed: Charlie L. Frazier

Charlie L. Frazier

ABSTRACT

Pilot Strategies To Improve The Behavior Of Students Who Were Placed In In-School Suspension Nine Days Or More And Suspended Home During The Previous School Year.
Frazier, Charlie L., 1990: Practicum Report, Nova University, The Center for Advancement of Education.
Descriptors: In-School Suspension/Probation/Disciplinary Action/Expulsion/Proctoring/Punishment/Reality Therapy.

The high percentage of students who were placed in In-School Suspension nine days or more and who were suspended home during the previous school year was addressed by the implementation of strategies to improve the students behavior, attitude, self-esteem, attendance, and grades. The students were selected to be a part of the project based on the number of days spent in In-School Suspension, low self-esteem, high absences, failing grades, attitude towards school and parental approval. The students met with the writer/administrator each week for five minutes to discuss their behavior, grades, assignments and any problems they were experiencing at school, home or in the community. The students were assisted by the writer/administrator in any way helpful. The teachers turned in a weekly performance sheet on the students each week. The results of the project indicated that the attention given the students by the writer/administrator helped to improve their attitude, attendance, grades, behavior, and self-esteem. It was concluded that the attention given the students by the writer/

administrator brought about changes in the students in the areas addressed in the project. The appendices include all of the charts, questionnaires, and student data.

Table of Contents

	Page
Title Page	i
Authorship Statement	ii
Abstract	iii
Observer's Verification	v
Table of Contents	vi
Chapters	
I. Purpose	1
II. Research and Solution Strategies	12
III. Method	21
IV. Results	31
V. Recommendations	37
Reference List	38
Appendices	
Appendix A: (Parental Approval Letter)	42
Appendix B: (Pre-Classroom Teacher Observation Report)	42
Appendix C: (Pre-Student Behavior Ratings)	45
Appendix D: (Student Behavior Contract)	48
Appendix E: (Student Academic Contract)	50
Appendix F: (Student Attendance Contract)	52
Appendix G: (How To Study)	56

Page

Appendix H: (Student Homework Assignment Form)..... 58

Appendix I: (Student Weekly Performance Report) ... 60

Appendix J: (Student Inappropriate Behavior Response Sheet) 62

Appendix K: (Student Disrespectful Behavior Response Sheet) 64

Appendix L: (Student Tardy to School Response Sheet) 66

Appendix M: (Student Tardy to Class Response Sheet) 68

Appendix N: (Post-Student Behavior Ratings) 70

Appendix O: (Post-Classroom Teacher Observation Report) 72

CHAPTER I

Purpose

The high school in which this practicum was implemented is one of two which serves a county and a city population of about 60,000 people. The public schools have a school age population of approximately 10,000 students, 1,500 of whom attended the high school where this action research took place. Of the 1,500, 35 percent were Black. The student-teacher ratio was 30:1 and there were six administrators. The student body was composed of students in the low, middle, and high socio-economic levels.

The writer conducting this action research was the Associate Principal, who was in charge when the principal was absent. Responsibilities included: hiring substitute teachers, supervising tenth grade discipline, coordinating all student activities including field trips, student council, student elections and voting, clubs and organizations, assisting with summer school, coordinating teacher welfare, the master school calendar of all events, the use of facilities by community groups, maintaining keys for the building, serving as athletic coordinator, and assuming responsibility for making teacher duty assignments during the school year.

Citizens of these communities have to be competent economically, socially and politically, because its economy consists of a wide variety of functions.

The economy is characterized by such activities as manufacturing; transportation by land, sea and air; food processing; tourist services; commercial fishing; wholesale trade; real estate; retail trade; and many others. Manufacturing accounts for approximately 51 percent of the personal incomes.

This area has a large wealthy retirement community within the school district. Input from this segment is helpful in deciding major educational issues in the community.

High school graduates in this community are able to find jobs in service industries which offer low pay and require little skill. Because of the many different ways to make a living, the schools have to make changes in their curricula to help meet the needs of the community.

The parents are not very supportive of their children when they reach high school. This is indicated by the attendance at parent-teacher conference nights which are set up by the schools for parents to be informed of how their children are doing in school.

Because of the community's conservative beliefs, for years very little has been done to prevent students from

repeating inappropriate behavior, to improve their attendance or to improve their grades.

This action research project involved high school students in grades ten through twelve, and was centered around improving the effectiveness of the in-school suspension program.

The writer/administrator of this action research project designed, developed, implemented, monitored and evaluated a program for improving attitudes, behavior, grades, and suspension rates of targeted students within the aforementioned school setting.

Problem Statement

The target group for this action research project consisted of high school students in grades ten through twelve and ranged in ages 16 through 19 years. Ten students were selected for the project: seven boys and three girls. Three of the ten students were white and seven were black. They were students who were placed in the In-School Suspension Program nine or more times and were suspended home after having served time in in-school suspension.

The In-School Suspension Program is housed in a portable classroom about 300 yards from the main building on the targeted school campus. This building is used as a detention center for students who have broken the rules or regulations

of the school system. This building has individual cubicles that prevent the students from communicating with each other. The students are not allowed to do anything other than necessities that have to be taken care of. The students have to eat their lunch in the cubicle. Assignments are received from the teachers and distributed period by period, by the In-School Suspension instructor.

In-School Suspension is an alternative to being suspended home. The difference between the In-School Suspension Program and suspension home is that students in this program are given the opportunity to do the same work as students in the regular classes. Students suspended home are not allowed to make up the work they missed during the out of school suspension period. When a student is suspended home the student receives zero for all work missed during the suspension.

This writer/administrator identified the problem, which was that nothing was being done to prevent students from returning to In-School Suspension and from being suspended home.

Discipline had continued to be a problem to this target school. The area of discipline involved problems with students misbehaving, being insubordinate, using drugs and alcohol, fighting, smoking, stealing, vandalism, excessive tardies, skipping school, cutting class and the use of

inappropriate language. A weakness in the system was the number of opportunities a student was given to correct his/her behavior before he/she was given the maximum consequence for the same offense. Another weakness was the lack of counseling the students received for committing the same offense over and over. Still another weakness was not enough involvement or concern from the parents. A fourth weakness was the ineffectiveness of the In-School Suspension Program. While the program was good, it was not as effective as it should be. It was evident that too many students violated the rules knowing the consequence would be in-school suspension.

The teachers disapproved of many of the consequences students received for misbehaving because the students behavior did not change much when the students returned to the regular classroom setting.

The dropout rate continued to be a problem in the school system. Research had shown that 35 to 40 percent of the students dropped out of school before entering the twelfth grade. Documentation showed that during the 1986-87 school year, 140 of 1,400 students dropped out because of attendance reasons. In the 1987-88 school year, 158 students dropped out, in the 1988-89 school year, 149 students dropped out. During the Fall Semester of 1989-90, 64 students dropped out because of attendance.

The school system's behavior code for students was somewhat ineffective because a student's behavior was basically forgotten from year to year. According to this code, the only students monitored closely are those who were expelled during the previous year because their offense was considered to be life threatening and a total disruption of the school's environment. Those students are placed on a contract with the school system with the stipulation that if the identified behavior continues, they will be permanently expelled from school (see Appendix D, page 54).

Upon analysis of data by the writer/administrator, it was determined that these students should not be allowed to continue or re-enter school without close contact with one of the administrators in the school and that a system of counseling should be in place until these students have finished school or until their behavior has changed completely.

It was further determined that there was a need to improve student problems as related to discipline and suspension in five areas:

1. The number of inappropriate behavior referrals.
2. The low grade point averages.
3. The number of tardies to school and class.
4. The class behavior of returning students.
5. The number of class cuts.

Problems related to the five outlined areas were evident at the target school and especially for the target group. Chart 1 below summarizes the number of referrals received by the target group during the 1988-89 school year (210), and designates the ten students A through J:

CHART 1

Target Group

Referrals - 1988-89 School Year

Students	Type of Offense						Number Of Referrals
	Insubordination	Disrespect	Inappropriate Language	Threats/ Intimidation	Bus Misbehavior	Classroom/ School Disruption	
Student A	5	2	0	0	0	7	14
Student B	7	5	3	0	2	10	27
Student C	4	3	3	4	0	5	19
Student D	6	4	5	2	2	7	26
Student E	5	3	4	3	2	5	22
Student F	4	3	2	2	1	4	16
Student G	3	5	3	1	0	4	16
Student H	5	4	3	0	2	8	22
Student I	7	6	4	2	2	7	28
Student J	6	4	3	1	1	5	20

Total Number of Referrals = 210 for 1988-89.

The ten students were selected for this Action Research Project because they had been placed in the In-School Suspension Program nine or more times and suspended home during the previous school year. Various elements of data further documented the problems involving the need for improving student attendance, grades and attitudes toward school.

During the Spring Semester of 1989-90, the target group had received a total of 71 referrals as displayed in Table 1 below and had an overall grade point average of 64.7 percent as outlined in Table 2 below:

Table 1

Fall 1989-90 Total Number of Referrals for the Target Student Group

Offense	Total by Offense
Insubordination	25
Disrespect	10
Inappropriate Language	18
Threats and Intimidation	6
Misbehavior on the Bus	4
Classroom and School	8
Total Offenses: 71	

Table 2

1989-90 Fall Grade Point Average for the Target Student Group

Student	Spring 1989-90
A	65
B	63
C	52
D	59
E	73
F	81
G	80
H	61
I	73
J	40

The Grade point average = 64.7

Additional data relating to the target group included a total of 101 tardies: 70 tardies to school and 31 tardies to class during the Fall Semester of 1989-90. They also had a total of 24 class cuts during this same period.

The principal and other administrators agreed that the attitudes of these students toward school needed to be changed for them to be successful. Interviews with teachers of the target group, as administered by the writer/administrator, indicated that they rated these students as having short attention spans, being slow in completing work, becoming easily upset, having difficulty in following directions, displaying erratic behavior or withdrawn, becoming overactive or disorganized, having limited vocabulary or inappropriate language ability, being socially immature and/or aggressive toward peers or having difficulty getting along with peers (see Appendix B, page 45, for types of questions asked).

Outcome Objectives

This project addressed the improvement of behavior, attitudes, self-esteem and grades of the ten targeted students through improving their attendance, suspension rates and time in regular classes. It was predicted that upon completion of the ten-week implementation phase of this practicum, students of the target group (those who had been

placed in In-School Suspension nine times or more and who had been suspended out of school) would have accomplished the following outcomes:

1. Over a period of ten weeks of specialized disciplinary improvement activities, referrals for inappropriate behavior of students in the target group of the In-School Suspension Improvement Program will decrease by 60 percent as measured by comparison of referrals received during the Fall and Spring Semesters of the 1989-90 school year.

2. Over a period of ten weeks of monitored homework assignments of the target group in the In-School Suspension Improvement Program, the grade point average of these students will increase by ten points as measured by comparison of grades received in the Fall and Spring Semesters of the 1989-90 school year.

3. Over a period of ten weeks of monitored activities of the target group in the In-School Suspension Improvement Program, the tardies of these students to school and to class will decrease by 60 percent as measured by comparison of tardies for the Fall and Spring Semesters of the 1989-90 school year.

4. Over a period of ten weeks of specialized counseling activities for the targeted group in the In-School Suspension Improvement Program, 80 percent of the students will be viewed by teachers as demonstrating more positive behaviors in class as measured by a Pre and Post Student Consultation Behavior Rating Sheet and a Pre and Post Teacher Classroom Observation Report.

5. Over a period of ten weeks through classroom visits and monitoring activities of the target group in the In-School Suspension Improvement Program, the class-cutting by these students will decrease by 60 percent as reported by teachers and measured by comparison of class-cutting for the Fall and Spring Semesters of the 1989-90 school year.

CHAPTER II

Research and Solution Strategy

Introduction and Rationale

Research has shown that the In-School Suspension Program is not a deterrent for all students. Research has also shown that suspension to home is not always the answer and points out that a solution is needed that would make these students think twice before breaking any rules or regulations.

The answer to the problem could be to show these students why violating the rules is not hurting anyone except themselves and their parents. The students need someone to show that the system cares about them and wants them to succeed as well as to become successful. There is also a need for them to know that as a result of becoming successful, they will not be a burden to society in the future.

Habitually Disruptive Students

In reviewing alternatives, P. Gulyas, in "Improving the Behavior of Habitually Disruptive High School Students", 1979, reports that a means was developed to reduce the necessity for disciplinary actions among 25 students who were the most chronic discipline problems at a suburban high school in Pittsburgh. The students were identified by assigning point values to various disciplinary measures

administered to students. The 25 students met with a Vice-Principal once each week for a minimum of five minutes to discuss any school problem, potential discipline problems they felt might arise, or recent discipline they had received. The results of this "preventive maintenance" approach revealed that, compared with the same semester a year earlier, total suspension days were reduced 50 percent, instances of corporal punishment were reduced 24.1 percent, and detention hours were reduced 54 percent.

Additionally, S. Hockman and W. Worner, in "In-School Suspension and Group Counseling: Helping the At-Risk Students", 1987, outlined a study of students who participated in a program called "Beat It." The students in the program received counseling related to the problems they created.

The results showed that students involved in counseling were less likely to be returned to in-school suspension; however, those in the program who did not receive counseling were 13 times more likely to be returned to in-school suspension.

An article by D. Miller, "Effect of a Program of Therapeutic Discipline on the Attitude, Attendance, and Insight of Truant Adolescents", 1986, compared the effects of a program involving therapeutic discipline in the in-school suspension setting and a nontherapeutic discipline approach on

truants' attitudes and attendance. It was found that therapeutically disciplined students (a) held more positive attitudes toward attendance; (b) had better records of attendance; and (c) demonstrated greater insight into attendance problems.

Further research revealed an article by F. Patterson, "In-School Suspension Rehabilitates Offenders", 1985. This article supports In-School Suspension Programs where students are treated with a blend of toughness and love. The toughness consists of strictly applied limitations on movement, interaction among students, and acceptable activities; the love is present in the personal tutoring and counseling provided by a caring adult supervisor.

J. McBee and L. Weber summarized relevant discipline data in "Policy and Practice on Exclusion of Students from School Activities ", 1982. This article was based on a survey of secondary school practitioners and policy makers which revealed that (1) teachers had no authority to exclude students from class for lack of ability, (2) teachers had little authority to exclude students for misconduct, and (3) general agreement existed between the two groups concerning students' exclusion from extracurricular activities. It revealed that the exclusion from extracurricular activities is an effective alternative for students who violate the rules.

W. Brokowski and R. Dempsey presented additional discipline data in "Attendance Policies and Students Performance", 1979. This article reports a study of the impact of a new restrictive and punitive (grade reduction) attendance policy on high school students' attendance, scholastic achievement, behavior, and extracurricular participation. Variables of student age, IQ, and sex were analyzed. The punitive attendance policy was considered effective for certain students.

Alternatives to Out of School Suspensions

In looking at alternatives to out of school suspension, D. Leatt, in "In-School Suspension Programs for At-Risk Students", 1987, reports the following concepts. The state of Oregon designed programs to replace out of school suspension. The programs were designed to help "at-risk" students who were identified as those having behavioral or attendance problems. Unlike traditional out-of-school suspension, alternative programs attempt to keep at-risk students in school. Three school programs were examined. One high school and junior high school coordinated programs that featured a Saturday school and after school detentions. A middle school and high school implemented the "Positive Alternatives to School Suspension" that focuses on preventive measures. Individualized course scheduling offered

opportunities for responsibility in problem-solving to break the negative cycle in which at-risk students are caught. These programs involved the concept that an effective in-school suspension program should include student interviews, counseling and followup when thc students return to class.

M. Grice relates in "Positive Alternatives to School Suspension (P.A.S.S.)", 1985-86, that the P.A.S.S. Program was able to reduce out-of-school suspension at the secondary level. The following alternative intervention strategies were used: (1) isolation from regular classes for varying periods of time, (2) preventive counseling, and (3) parental contact. Even during periods when suspensions were not reduced, violent behavior was. The most prominent recommendations, based on recognition that intervention strategies are worthwhile, were, (1) prevention should be a major objective in improving discipline and school climate, and (2) school climate should be monitored to help determine the appropriate use of P.A.S.S. resources.

According to C. Leonard, in "Evaluation Report on P.A.S.S. (Positive Alternative to Student Suspensions)" the P.A.S.S Program is a Portland Public School Program which provides a sequence of intervention strategies to improve attendance and progress of "high risk" high school students. The goal of its student, staff, parent, and community components is the reduction in the number of students

suspended, or excluded, from school. As for the P.A.S.S. Program, student suspensions at two of the high schools in Portland were reduced to an all-time low. Minority suspensions, especially suspensions of black students, decreased noticeably.

Another approach studied by J. Billis and J. Slezak, in "Project Success: One Solution for Students at Risk", 1988, revealed that the success of this project was linked to identifying at risk students before they entered high school. A system of monitoring and counseling was used to help those students succeed who had been identified as at risk students.

B. Fermin and G. Schneider, related in the article "The Microcomputer; A Decision-Making Tool for Improving School Discipline", 1987, that the computer can be used to keep all of the disciplinary records of students in the school system. The computer could help reduce the workload of administrators and help them to make decisions easier and faster.

An article by C. W. Stessman, "In-School Suspension", 1987, points out that in-school suspension pograms should be places for students to grow, not just for punishment. The students should be counseled before returning to the regular classes.

J. Pare, in "Alternative Learning Centers: Another Option for Discipline Programs", 1983, suggests that different

alternative learning centers are necessary to help control discipline problems. Some of the centers are: detention hall, parent conferences, public apologies, service work in the community, temporary suspensions from individual classes and admonitions by higher school authorities.

Solution Strategies

Based upon research and specific needs within the target environment, solution strategies were selected which centered around improvement in five areas of concern for the target student group: (1) inappropriate behavior, (2) grade point averages, (3) tardies to school and to class, (4) positive attitudes toward school, and (5) class-cutting.

The project was designed to attempt to change the behavior, attitude, self-esteem and to improve the grades of students who were spending too much time away from the classroom. It was designed to prevent problems before they occurred. Students in the target group ranged in ages from 16 to 19 years. They were students who had been placed in in-school suspension nine or more days and were suspended home after having served time in in-school suspension.

To encourage improvement in appropriate behavior, understanding of school rules and consequences of inappropriate behavior, and attendance, students in the target group were placed on an appropriate contract for

their actions (see Appendix D -Student Behavior Contract, page 50, Appendix E-Student Contract, page 52, Appendix F-Attendance Contract, page 54). The punishments were discussed with the parents to give the writer/administrator the freedom to assign an additional consequence if necessary. The writer/administrator observed each student at least three times in each of his/her classes. The observation/monitoring strategy was to secure first-hand data on how these students were progressing in the classroom setting, and to show the students that someone cared and supported them.

Another strategy included the suggestion from the writer/administrator that a follow-up program be put in place to prevent these students from returning to In-School Suspension or from being suspended home. Parental support is also imperative for the program to succeed (see Appendix A, page 42).

The writer/administrator attempted to improve the situation in the target environment through monitoring the target group of students for a 10-week period and functioning in a role similar to a probation officer since the students reported to the writer/administrator once a week for counseling, for homework assignments to be checked (see Appendix G, page 56), and to discuss any problems they might be having with teachers or other students. The progress

of the students was checked each week by the teacher and the writer/administrator (see Appendix B, page 45).

This project addressed the improvement of behavior, attitudes, self-esteem and grades of the ten targeted students through improving their attendance, suspension rates and time in regular classes. It was predicted by the writer/administrator that upon completion of the ten-week Implementation phase of this action research project, this approach would have improved student discipline, attendance and behavior problems, increased student grade point averages and overall positive attitudes of students toward school. Consequently, the strategies utilized in this project were based on the rationale that they would prove beneficial in preparing students for remaining in school and in becoming more positive and productive within their school setting.

CHAPTER III

Method

Based upon needs within the target environment and upon recent and current solution strategies having been effectively employed in similar situations as that of the target environment, the writer/administrator executed the following implementation plan and timeline with the predictions that, given specialized improvement activities through the In-School Suspension Improvement Program, over a period of ten weeks:

1. Referrals for inappropriate behavior of students in the target group would decrease by 60 percent.

2. The grade point average of students in the target group would increase by 10 points.

3. The number of tardies to school and to class for students of the target group would decrease by 60 percent.

4. Eighty percent of the students in the target group would be viewed by teachers as demonstrating more positive behaviors in class.

5. The number of class cuts for students in the target group would decrease by 60 percent.

The methods utilized for improving each of the five problem areas were as outlined on the following pages.

Overall Approach

Initially, the targeted students were selected for this project based on the criteria that they had been placed in in-school suspension nine or more days and were suspended home after having spent time in in-school suspension. These students had identified problems in at least five areas: inappropriate behavior, low grade point averages, poor attitudes toward school, tardies to school and class, and a record of class-cutting.

Prior to students being placed in the program, parental approval was secured through a "Parental Approval Letter" (Appendix A, page 42). During the first week of the Implementation Phase of the project, each student was observed by the classroom teachers as related to general behaviors, oral language, and socialization skills through the use of a "Pre-Classroom Teacher Observation Report" (Appendix B, page 45). In addition, a short "Student Pre-Consultation Rating Scale" was completed on each student as related to classroom behaviors (Appendix C, page 48).

In order for targeted students to be made aware of and to assume responsibility for their actions in the matter of appropriate behavior, academic credits and attendance, three "Student Contracts" were developed for use in the project (Appendices D, E, F, pages 50, 52, and 54). To assist students in improving their grade point average,

a "How to Study" sheet was given to each student (Appendix G, page 56), and for maintaining records of homework assignments, a "Student Homework Assignment Form" was utilized (Appendix H, page 58). Each week teachers maintained and turned in to the writer/administrator a "Student Weekly Performance Report" on each student (Appendix I, page 60).

To assist in the counseling sessions, other student awareness components were developed for use with the students which were intended to elicit thought and responses on their part: (1) "Student Inappropriate Behavior Question/Response Sheet" (Appendix J, page 62); (2) "Student Disrespectful Behavior Question/Response Sheet" (Appendix K, page 64); (3) "Student Tardy to School Question/Response Sheet" (Apprendix L, page 66); and (4) "Student Tardy to Class Question/Response Sheet" (Appendix M, page 68).

For the purpose of determining improvement of the targeted student group, during week ten of the Implementation Phase of this project, a "Student Post-Consultation Behavior Rating" was completed by the teachers for each student (Appendix N, page 70), and a "Post-Classroom Teacher Observation Report" was also completed for each student (Appendix O, page 72).

During the ten-week Implementation Phase of this project, the writer/administrator sat aside 15 minutes each week to have a counseling session with the students. The students

were also able to confer with the writer/administrator whenever they needed advice or they were having a problem with another person. The writer/administrator was available for the students 24 hours during the day.

Before each scheduled session, the writer/administrator reviewed all of the data that had been returned from the teachers. During the counseling and advisement sessions, the positive points about the students' behavior, attendance, attitude, and participation were discussed and they were encouraged to continue all of the positive aspects that were noted. The students were counseled and warned about the negative aspects of the reports and the consequences for not obeying the rules were also pointed out to the students.

Whenever a student in the target group was referred to the writer/administrator, the student and the writer/administrator discussed the infraction to come up with a better way to handle it if it occurred again. The parent was notified by the writer/administrator of the infraction and the appropriate consequence was discussed and assigned with parental approval. If the behavior of the student was serious, the student was placed on a contract that could result in expulsion from school for the remainder of the semester.

Whenever it was reported to the writer/administator by the teachers of the students in the target group that they were not completing their homework assignments, the writer/administrator sat up hour long study sessions after school.

The counseling sessions allowed for students to express themselves without the fear of being punished for what was said in the sessions. After opening up to the writer/administrator, the students were given the opportunity to answer certain questions about how the encounter could have been handled and how they would have handled the encounter.

The students always left the sessions with good intentions of not repeating the behavior that was inappropriate. They also left feeling good about themselves and with renewed confidence in themselves and their ability.

Referrals for Inappropriate Behavior

When a student in the target group was referred to the writer/administrator, the administrator and the student, along with the parent, decided the consequence. The student and the writer/administrator met for at least five minutes once a week to review and discuss anything that needed to be discussed. When it was deemed necessary by the writer/administrator and the parent, the student was placed on

the appropriate contract. The student and parent were made aware of the penalty for violating the contract.

The teachers of the student were notified by the writer/administrator about the students in the target group. The teachers were instructed to send the student to the writer/administrator whenever a problem was emerging. The student was able to talk to the writer/administrator without being penalized by the teacher. After each visit, the administrator and the student discussed his/her involvement in the class. Ways to improve on what was observed and negative aspects of the visit were pointed out to prevent a problem from erupting.

Low Grade Point Averages

Whenever the students had homework assignments, the writer/administrator was notified by the student or teacher. Each student was contacted by the writer/administrator by phone to be reminded about the homework assignment. The next morning the student came to see the writer/administrator for follow-up on the assignment. If the assignment was not completed, the writer/administrator sent the student to the teacher for additional help. If this approach did not work, the student was required to spend an hour after school in the library to complete homework assignments and research projects.

Tardies to School and to Class

In order to reduce the number of tardies to school and to class, whenever a student was tardy, the writer/administrator was notified by the administrator in charge of attendance and the subject area teacher. When the student accumulated three tardies to school or to class, he/she was placed on an attendance contract. Violation of the contract resulted in an appropriate consequence as determined by the writer/administrator, student and parent. The consequences were detention, work detail, in-school suspension or suspension home.

Inappropriate Classroom Behavior

Teachers were asked to complete a Pre and Post Student Consultation Rating Sheet on the target students which they taught to assess behaviors demonstrated in class.

Whenever the students demonstrated inappropriate behavior, they were referred to the writer/administrator for counseling. After the counseling session, if the behavior continued, the student was placed on a behavioral contract. Violation of the contract would result in the following consequences: (1) detention; (2) work detail; (3) in-school suspension; (4) suspension from class; or (5) out of school suspension.

Cutting Classes

Whenever a targeted student cut class, the student was referred to the writer/administrator. The writer/administrator, student and parent discussed the reasons for cutting class. After the discussion, the student was placed on an attendance contract (Appendix F, page 54). Violation of the contract resulted in one of the following consequences: (1) work detail; (2) in-school suspension; (3) suspension to home; (4) expulsion from school for the rest of the semester.

Three visits were made to each class to help monitor the behavior of the students and to provide positive feedback on the students' good performance.

Timeline

The following timeline was used in implementing this project:

WEEKS 1 and 2

1. Obtained and reviewed students' academic records, disciplinary records, attendance records, and class schedules.

2. Selected ten students for the practicum from a list of students who had been in "In-School Suspension" nine or more times during the 1989-90 school year.

3. Telephoned and sent Parent Approval Letter (Appendix A, page 42) to parents of students in the target group.

4. Met with and explained the project to the teachers of selected students used in the target group.

5. Met with students of the target group individually to explain the objectives and process of the project.

6. Teachers completed a Pre-Classroom Teacher Observation Report for each student of the target group and turned it in to the writer/administrator (Appendix B, page 45).

7. Teachers completed a Student Pre-Consultation Behavior Rating Sheet for each of the targeted students and turned it in to the writer/administrator (Appendix C, page 48).

WEEK 3

1. Teachers completed a Student Weekly Performance Report on each targeted student and turned it in to the writer/administrator (Appendix I, page 60).

2. Met with the students individually and discussed their performance and offered support when needed.

WEEKS 4 through 9

1. Teachers completed a Student Weekly Performance Report on each targeted student and turned it in to the writer/administrator (Appendix I, page 60).

2. Met with students individually and discussed their performance and offered support when needed.

3. Held a conference with teachers when forms indicated a problem or potential problem.

4. Telephoned parents of targeted students to give feedback on the performance of students involved in the project.

5. The writer/administrator observed each student in the classroom setting.

WEEK 10

1. Teachers completed a Student Post-Consultation Behavior Rating sheet for each targeted student and turned it in to the writer/administrator (Appendix N, page 70).

2. Teachers completed a Post-Teacher Classroom Observation Report for each targeted student and turned it in to the writer/administrator (Appendix O, page 72).

3. Completed an analysis of student changes in behavior, school attendance, grades and self-esteem.

CHAPTER IV

Results

The purpose of this chapter was to evaluate the results of this action research project. More specifically, this project was executed to activate and assess behavioral improvements in ten targeted students as related to inappropriate behaviors, attendance, grade point averages, and poor attitudes toward school.

During the duration of this project, initial data was collected, daily data was collected, and upon completion of this project, data was collected and analyzed for comparisons.

The progress of each student was tabulated individually and averaged to get a composite for the entire target group. Each objective was measured against the stated criteria as summarized on this and the following pages of this chapter.

Objective Number One

Objective number one was met when the results indicated that referrals were decreased by 86.7 percent for the target group. This far exceeded the predicted 60 percent decrease for this objective.

This objective was managed and monitored through weekly performance reports which were kept by the teachers and turned in to the writer/administrator. This allowed for

monitoring of inappropriate behaviors of the targeted student group (Appendix J, page 62).

The students in the target group had a composite of 71 referrals before the project began, but only nine referrals during the 10-week Implementation Phase of this project as summarized and displayed in Chart 3 below.

Table 3

1989-90 Total Number of Referrals Comparison for the Target Student Group

Offense	1988-89 Year	1989-90 Spring	Number/ Decrease	Percentage/ Decrease **
Insubordination	25	1	24	96.0
Disrespect	10	3	7	70.0
Inappropriate Language	18	3	15	83.0
Threats and Intimidation	6	1	6	83.0
Misbehavior on Bus	4	0	4	100.0
Classroom and School	8	1	8	88.0
Totals	71	9	62	86.7

**Decrease in Referrals = 86.7 percent.

Objective Number two

Objective number two was met when the results indicated that students in the target group had increased their grade point average by 11 points. The predicted increase was 10 points for this objective.

To determine if an increase in the students' grades took place during the duration of the practicum, a comparison

was made between the grades from the Fall Semester and grades made during the ten-week period of the project. Of the 10 students in the target group, seven students showed an increase of 10 or more points in their grade point average. Three of the students showed either no gain or less than a 10 point gain. Three of the 10 targeted students withdrew during the ten-week period and are shown as "WD" on the data display which follows.

Data as related to objective number two is shown in Table 4 below.

Table 4

1989-90 Grade Point Average Comparison for Target Student Group

Student	Fall	Spring	Increase/Points
A	65.0	83.0	23.0
B	63.0 WD	WD	WD
C	52.0	75.0	23.0
D	59.0 WD	WD	WD
E	73.0	83.0	10.0
F	81.0	83.0	2.0
G	80.0	82.0	2.0
H	61.0	76.0	15.0
I	73.0	75.0	2.0
J	40.0 WD	WD	WD
Totals	69.3	80.3	11.0

WD = Withdrawn (These three students are not included in the comparison data).

Objective Number three

The criteria for objective three predicted that tardies to school and to class for the target group would be decreased by 60 percent. This objective was met when the results indicated that the percentage of decrease in tardies to school and to class for this group was 82 percent.

A comparison was made of attendance records of students in the target group. The writer/administrator compared the Fall 1989-90 attendance records to the Spring 1989-90 attendance records of the target group. Attendance records for tardies to school and to class revealed a composite of 101 tardies before implementation of the project and only 20 tardies during the ten-week period of the project. This exceeded the projected 60 percent improvement criteria as stated in the objective and displayed in Chart 3 below:

Table 5

1989-90 Total Number of Tardies Comparison for Target Student Group

Tardies	Fall	Spring	Percentage/ Decrease
Tardies to School	71	16	77.0
Tardies to Class	31	4	87.0
Totals	101	20	82.0

Objective Number four

The criteria for objective number four projected that 80 percent of the target group would be viewed by teachers as demonstrating more positive behaviors in class over a ten-week period. This objective was met when the results indicated that teachers viewed 100 percent of the students in the target group as demonstrating improved classroom behaviors. This was far above the projections for this objective.

This objective was evaluated through two instruments: A Pre and Post-Student Consultation Rating Sheet (Appendices C and N, pages 48 , and 70), and a Pre and Post -Teacher Classroom Observation Report (Appendices B and O, pages 45 , and 72). The Student Consultation Behavior Rating Sheet rated student classroom behaviors on a 5-point scale with the rating of 5 being very often to 1 being very seldom. The Teacher Classroom Observation Report assessed the student classroom behaviors in the areas of general behavior, oral language and socializaion with only the items being circled which applied to each student. There was also a space for additional comments from the teachers.

In summary, the final results exceeded the 60 percent projection as based on the criteria of the objective.

Objective Number five

Objective number five was met when results indicated that class-cutting infractions had been decreased by 100 percent. The projections for this objective was that class-cutting infractions would be decreased by 60 percent. The results of 100 percent far exceeds the projected outcomes.

A comparison was made of the disciplinary referrals of the 1988-89 school year and the disciplinary referrals of the ten-week period of this project to determine the number of "class cut" infractions for both periods. Records indicated that students in the target group had a composite of 24 "class cut" infractions before the implementation of the project and no "class cut" infractions during the 10-week duration of the project.

When the data was compared and analyzed for objective five, it was determined that this objective was indeed met, in fact, the decrease exceeded the expected outcome.

In summary, all of the project objectives were met. Students in the In-School Suspension Improvement Program improved their attendance, grades, attitudes and self-esteem, and demonstrated a better understanding of classroom and school related behaviors on an overall basis.

CHAPTER V

Recommendations

The project was successful and this writer/administrator will encourage others to practice the strategies used in this project. The findings of this project will be shared with other administrators at this school. The design will be made available for administrators throughout the system.

The researcher would recommend the use of this project for middle schools. Potential dropouts could be identified and monitored by a team of teachers. When the students enter the ninth grade or enter the first year of high school, they would be assigned an administrator to help them to be successful.

Based on the findings of this project, the writer/administrator is convinced that other settings where the same type of disciplinary problems exist could benefit greatly through the use of these strategies as outlined in this report.

Reference List

Bills, Jack and Slezak, James M., "Project O. Success: One Solution for Students at Risk, National Asssociation of Secondary School Principals, Volume 72, March, 1972.

Brokowski, William W., and Dempsey, Richard, "Attendance Policy and Student Performance," Clearing House, Volume 53, pp. 129-130, November, 1979.

Burns, James A., "Discipline: Why Does it Continue to be a Problem? Solution is in Changing School Culture", National Association of Secondary School Principals, Volume 69, March, 1985.

Fermin, Burgos and Schnieder, Gall, "The Microcomputer: A Decision Making Tool for Improving School Discipline", National Association of Secondary School Principals, Volume 69, March, 1985.

Grice, Michael, "Positive Alternatives to School Suspension 1985-86, Portland Public Schools: Evaluation Report", Portland Public Schools or Research Evaluation Department, August, 1986.

Gulyas, Paul A., "Improving the Behavior of Habitually Disruptive High School Students", Revised Practicum Report, Nova University, April, 1979.

Harvey, Donald L. and Moosha, William G., "In-School Suspension: Does It Work", National Association of Secondary School Principals, Volume 61, pp. 14-17, January 1977.

Hockman, Stephen and Worner, Wayne, "In-School Suspension and Group Counseling: Helping the At-Risk Student", National Association of Secondary School Principals, Volume 71, pp. 93-96, October, 1987.

Leate, Desmond J., "In-School Suspension Programs for At Risk Students", Oregon School Study Council, Volume 30, March, 1987

Leonard, Carolyn, M., "Evaluation Report on "PASS" , Positive Alternatives to Student, Suspensions", Portland Public Schools or Research and Evaluation Department, September, 1984.

McBee, Janice K., and Weber, Larry J., "Policy and Practice on Exclusion of Students From School Activities", Clearing House, Volume 56, pp. 171-177, December, 1982.

Mendez, Roy, "School Suspension-Discipline Without Failure", National Association of Secondary School Principals", Volume 61, pp. 11-13, 1977.

Miller, Dan, "Effect of a Program of Therapeutic Discipline on the Attitude, Attendance, and Insight of Truant Adolescents, Journal of Experimental Education, Volume 55, pp. 49-53, Fall, 1986.

Pare, John A., "Alternative Learning Centers: Another Option for Discipline Programs", National Association of Secondary School Principals, Volume 67, April, 1983.

Patterson, Francene, "In-School Suspension Rehabilitates Offenders", National Association of Secondary School Principals, Volume 69, pp. 97-99, March, 1985.

Stressman, C. W., "In-School Suspension", Clearing House, Volume 58, September, 1984.

APPENDICES

APPENDIX A

PARENTAL APPROVAL LETTER

Parental Approval Letter

Dear

During the Spring Semester of the 1989-90 school year, I will be implementing a program to help students improve their behavior and grades. Your child_____has been selected as one of the participants in the target group. I need your permission for me to work closely with your_____ to help him/her to be successful. I am confident that I have some strategies that will help your son/daughter to improve in areas other than behavior. This program will be over a ten-week period during the Spring Semester. The strategies include: 1. Meeting with the students once a week. 2. Checking the student's homework assignments before they leave school and the day the assignment is due. 3. Discuss any potential problems the students may encounter before they become major problems. 4. Check the progress of the students each week. 5. Whenever students are referred to the administrator, the administrator and the student will discuss the problem at length before a consequence will be assigned. 6. Consequences for inappropriate behavior will be more severe than for the students not in the target group. 7. Students in the target group will be placed on an appropriate contract for their actions. 8. Punishments will be discussed with the parents.

9. Observe the students in each of their six classes at least three times during the semester.

If you approve of my working with your child, please sign the permission slip and return it to me. If you have any questions, you may cantact me at work at 267-4200 or at home 264-8299.

I hereby give my permission for my son/daughter, _____to be supervised closely by Mr. Frazier in the research project during the Spring Semester of the 1989-90 school year.

Parent Signature_____

APPENDIX B

PRE-CLASSROOM TEACHER OBSERVATION REPORT

Appendix B (PRE)

CLASSROOM TEACHER OBSERVATION REPORT

Student_____School_____

Date of Birth_____Age_____Teacher_____

Date_____

Underline the areas which describe the behaviors you notice most often in_____.
(name)

I. GENERAL BEHAVIOR

1. ATTENTION PROBLEMS

a. Distractible
b. Difficulty Concentrating
c. Responses not related to discussion
d. Daydreams
e. Short Attention Span

2. Poor Independent Work Habits

a. Persists in Seeking Teacher's Attention
b. Slow in Completing Work
c. Lacks Self-Direction

3. Low Frustration Tolerance

a. Cries Easily
b. Upset by Changes in Routine

4. Erractic Behavior

a. Problems in Logical Sequencing
b. Difficulty with Abstractions
c. Confused in following Directions

5. a. Perseverance
b. Impulsivity
c. Excitable
d. Erratic Behavior
e. Little self Control

7. Activity Level

   a. Overactive
   b. Listless Behavior

8. Organizational Skills

   a. Disorganized
   b. Messy Work Space
   c. Lacks Proper Materials
   d. Disheveled Appearance

II. ORAL LANGUAGE

   a. Limited Vocabulary
   b. Seldom Communicates Voluntarily
   c. Language Model May be Inappropriate
   d. Immature Sentence Structure
   e. Difficulty Distinguishing Between Similar Sounds
   f. No Major Problems Noted

III. SOCIALIZATION

   a. Socially Immature
   b. Difficulty Getting Along with Peers
   c. Physically or verbally Agressive to Peers or Teachers
   d. No Major Problems Noted

IV. ADDITIONAL COMMENTS - (Include strengths)

_____

_____

_____

APPENDIX C

STUDENT PRE-CONSULTATION BEHAVIOR RATINGS

Appendix C (PRE)

STUDENT CONSULTATION BEHAVIOR RATINGS

Student_____Teacher_____

Date_____

Rate each student's behavior in the listed areas according to Rating Scale below from 5 to 1 and write the number opposite the item rated.

	Behavior	Rating
1.	Starts assignments when assigned	
2.	Completes assignments	
3.	Follows directions	
4.	Stays in seat or at work station	
5.	Argues with teacher	
6.	Distracts students through loud talk	
7.	Makes crude remarks ("Crap" "Shove it")	
8.	Excessively Tardy	
9.	Cuts Class	

* * * * * * * * * * *

The 5-Points Rating Scale

5	4	3	2	1
Very Often	Often	Some-Times	Seldom	Very Seldom

APPENDIX D

STUDENT BEHAVIOR CONTRACT

Appendix D

STUDENT BEHAVIOR CONTRACT

NAME_____GRADE_____AGE_____

ADDRESS_____

PHONE NUMBER_____

PARENT(S) OR GUARDIAN_____

I, _____, understand that my continued enrollment at the school is based on several conditions and I agree to honor the following agreements.

1. I will not skip school or classes.
2. I will not use unacceptable language.
3. I will not smoke, use alcohol, or drugs on campus.
4. I will not be disrespectful to teachers and will follow their instructions.
5. I will do my best in all classes.
6. I will not fight.
7. I will follow the directions of the school bus drive.
8. I will follow all other school rules.
9. I understand that if I break any of these rules it could lead to my dismissal from school for the remainder of this semester or this school year.
10. Other additional agreements include:

Student Signature_____

Date_____

Witnesses:

APPENDIX E

STUDENT ACADEMIC CONTRACT

Appendix E

STUDENT ACADEMIC CONTRACT

PURPOSE: To help the student successfully complete_____

TERMS: The student will attend all classes scheduled with no more than 12 per Semester. He/she will be responsible for all assignments in class. He/she will conduct himself/herself in accordance with the rules and policies of the school.

CONSEQUENCES:

1. If the student attends all classes with no more than 12 absences, he/she has the opportunity to gain credit in those courses.

2. If the student has more than 12 absences, all of which are unexcused, he retains the opportunity to gain credit.

3. Any and all unexcused absences will be referred to the administrator for review and appropriate action.

4. If the student has more than 12 absences, any of which are unexcused, his parents will be notified and he/she will be requested to withdraw from school for the semester.

5. If the student does not submit assignments or does not follow the rules and policies, his/her performance will be reviewed at that time.

_____	_____
Date Begun	Student Signature
_____	_____
Review Date	Parent Signature
_____	_____
Fulfilled	Coordinator Signature
_____	_____
Unfulfilled	Administrator Signature

APPENDIX F

STUDENT ATTENDANCE CONTRACT

Appendix F

STUDENT ATTENDANCE CONTRACT

I _____ have read and thoroughly understand the Student Handbook and the Board of Education Behavior Code and attendance requirements.

1. I will attend school and all of my classes daily.
2. If absent another day this semester, without a note from my physician, I will be dropped from the roll at school.
3. I understand that if I am dropped from the roll for excessive absences or behavior infractions, I will wait until The Next Year before re-entering.
4. I will be in complete control of my temper at all times.
5. I understand that in order to leave campus for any reason, my parent or legal guardian must check me out in person in the attendance office.

_____ _____
Date Student Signature

_____
Parent Signature

_____
School Official Signature

APPENDIX G

HOW TO STUDY

Appendix G

HOW TO STUDY

Do you want to get better marks in classes? Almost everyone is interested in keeping his grades high or in raising them. By following these general suggestions on HOW TO STUDY, you can become a better student.

1. Be sure to know exactly what to do.

2. Write the assignment in a regular notebook which you keep for that purpose. Do not trust your memory.

3. Reduce to a minimum the distractions for study. Study in a quiet room.

4. Have a well-lighted desk cleared of all unnecessary objects and with the necessary study material at hand.

5. Have a planned program of work. Know what to do and how you are going to do it. Focus your attention upon the completion of the assignments and work toward that goal.

6. Try not to have distractions. These make it more difficult to keep your mind on your work.

7. Avoid interruptions. They are a waste of time and energy. (Have your friends call before or after study hours).

8. Form the habit of studying in one particular place.

9. Keep a daily study schedule. By studying at a regular time each day, you can develop good study habits.

10. Begin your study by working on something fairly easy, and then move on quickly to harder assignments.

11. Keep studying once you start by reminding yourself of what you will gain when you finish. It is all right to take a few minutes out to relieve fatigue, but long periods of rest result in wasted time.

12. Take a farsighted attitude toward learning. The shortsighted attitude that the only value in learning the subject is to pass the course will prevent you from obtaining much from your education for your later life.

APPENDIX H

STUDENT HOMEWORK ASSIGNMENT FORM

Appendix H

STUDENT HOMEWORK ASSIGNMENT FORM

To the teachers of_____

Please fill this form out and return it to me before leaving school.

_____has homework in_____.

Assignment_____

_____

_____. The assignment has to be turned in_____.

Thank you,

Charlie L. Frazier

APPENDIX I

STUDENT WEEKLY PERFORMANCE REPORT

Appendix I

To the teachers of_____

Please keep these forms and fill one out each week on this student. Your observations and information are very important for my research project. I am trying to prove that caring and concern will make a difference.

Fill in the appropriate answer and the grade.

Thank you,

Charlie L. Frazier

STUDENT WEEKLY PERFORMANCE REPORT

HOMEWORK	COMPLETED Y/N					TURNED IN ON TIME Y/N				
THE WEEK OF _____ (date)	M	T	W	TH	F	M	T	W	TH	F
PARTICIPATED IN CLASS										
DAILY GRADES OR QUIZZES										
TEST GRADE										
NOTEBOOK/ RESEARCH PROJECT										
BEHAVIOR	EXCELLENT			GOOD		POOR				

COMMENTS:

APPENDIX J

STUDENT INAPPROPRIATE BEHAVIOR QUESTION/RESPONSE SHEET

Appendix J

STUDENT INAPPROPRIATE BEHAVIOR QUESTION/RESPONSE SHEET

STUDENT_____DATE_____

The purpose of this response form is to improve your understanding of why your behavior is inappropriate, the consequences of your actions, how you react to being punished for inappropriate behavior, and how problems of a similar nature can be avoided through goal setting.

1. In what ways was your behavior inappropriate?

2. How could you have prevented your actions?

3. Why is it necessary for schools to have rules against inappropriate behavior?

4. Why is it expected that high school students should conduct themselves in an appropriate manner?

APPENDIX K

STUDENT DISRESPECTFUL BEHAVIOR QUESTION/RESPONSE SHEET

Appendix K

STUDENT DISRESPECTFUL BEHAVIOR QUESTION/RESPONSE SHEET

STUDENT_____DATE_____

The purpose of this response form is to improve your understanding of why you were disrespectful, the consequences of your actions, how you react to being punished, and how problems of a similar nature can be avoided through goal setting.

1. In what way were you disrespectful?

2. Why is it necessary for schools to have rules against such actions?

3. Why is it expected that high school students would show respect toward adults?

APPENDIX L

STUDENT TARDY TO SCHOOL QUESTION/RESPONSE SHEET

Appendix L

STUDENT TARDY TO SCHOOL QUESTION/RESPONSE SHEET

STUDENT_____DATE_____

The purpose of this response form is to help you better understand why being late to school is not a good idea and how you can avoid making the same mistake by setting goals.

1. Explain why you were late to school.

2. Why is being on time to school important?

3. Could you have avoided being late to school? Be honest and explain your answer.

APPENDIX M

STUDENT TARDY TO CLASS QUESTION/RESPONSE SHEET

Appendix M

STUDENT TARDY TO CLASS
QUESTION/RESPONSE SHEET

STUDENT_____DATE_____

The purpose of this response form is to help you better understand why being tardy to class is not a good idea and how you can avoid making the same mistake by setting goals.

1. Explain why you were tardy to class.

2. Why is being on time to class important?

3. Can you avoid being tardy to class? Be honest and explain your answer.

4. If you were a teacher, would you let students make up the work they missed because they were tardy? Explain your answer.

APPENDIX N

POST-STUDENT CONSULTATION BEHAVIOR RATINGS

Appendix N (POST)

STUDENT CONSULTATION BEHAVIOR RATINGS

Student_____Teacher_____

Date_____

Rate each student's behavior in the listed areas according to Rating Scale below from 5 to 1 and write the number opposite the item rated.

	Behavior	Rating
1.	Starts assignments when assigned	
2.	Completes assignments	
3.	Follows directions	
4.	Stays in seat or at work station	
5.	Argues with teacher	
6.	Distracts students through loud talk	
7.	Makes crude remarks ("Crap" "Shove it")	
8.	Excessively Tardy	
9.	Cuts Class	

* * * * * * * * * * *

The 5-Points Rating Scale

5	4	3	2	1
Very Often	Often	Some-Times	Seldom	Very Seldom

APPENDIX O

POST-CLASSROOM TEACHER OBSERVATION REPORT

Appendix O (POST)

CLASSROOM TEACHER OBSERVATION REPORT

Student_____School_____

Date of Birth_____Age_____Teacher_____

Date_____

Underline the areas which describe the behaviors you notice most often in_____.
(name)

I. GENERAL BEHAVIOR

1. ATTENTION PROBLEMS

a. Distractible
b. Difficulty Concentrating
c. Responses not related to discussion
d. Daydreams
e. Short Attention Span

2. Poor Independent Work Habits

a. Persists in Seeking Teacher's Attention
b. Slow in Completing Work
c. Lacks Self-Direction

3. Low Frustration Tolerance

a. Cries Easily
b. Upset by Changes in Routine

4. Erractic Behavior

a. Problems in Logical Sequencing
b. Difficulty with Abstractions
c. Confused in following Directions

5. a. Perseverance
b. Impulsivity
c. Excitable
d. Erratic Behavior
e. Little self Control

7. Activity Level

   a. Overactive
   b. Listless Behavior

8. Organizational Skills

   a. Disorganized
   b. Messy Work Space
   c. Lacks Proper Materials
   d. Disheveled Appearance

II. ORAL LANGUAGE

   a. Limited Vocabulary
   b. Seldom Communicates Voluntarily
   c. Language Model May be Inappropriate
   d. Immature Sentence Structure
   e. Difficulty Distinguishing Between Similar Sounds
   f. No Major Problems Noted

III. SOCIALIZATION

   a. Socially Immature
   b. Difficulty Getting Along with Peers
   c. Physically or verbally Agressive to Peers or Teachers
   d. No Major Problems Noted

IV. ADDITIONAL COMMENTS - (Include strengths)

_____

_____

_____